DOCUMENT RESUME

ED 412 365 CE 074 885

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TITLE	Adult Students "At-Risk." Culture Bias in Higher Education. Critical Studies in Education and Culture Series.
ISBN	ISBN-0-89789-521-5
ISSN	ISSN-1064-8615
PUB DATE	1997-00-00
NOTE	160p.; Foreword by William G. Tierney.
AVAILABLE FROM	Bergin & Garvey, 88 Post Road West, Westport, CT 06881.
PUB TYPE	Books (010) -- Reports - Research (143)
EDRS PRICE	Document Not Available from EDRS.
DESCRIPTORS	*Adult Students; *Andragogy; College Programs; *College Students; *Critical Theory; Educational Needs; Educational Philosophy; *Educational Policy; Educational Practices; *High Risk Students; Higher Education; Research Methodology
IDENTIFIERS	*Postmodernism

ABSTRACT

This book uses critical theory analysis to understand the culture of the university and how it affects the educational plans of adults. The six chapters of the book depict the areas in which adult students are victimized by academic culture. Chapter 1 provides the study's research question and investigative methodology. Chapter 2 defines the population, programs, and parameters of the study. It develops and contrasts the idea of adults "at risk" against the backdrop of traditional definitions, arguing that cultural rather than cognitive factors are responsible for the phenomenon. Chapter 3 takes a unique look at adult education for its economic implications. The analysis suggests that programs and services for older learners have been handicapped for a variety of economic reasons, most of which stem from institutional indifference in supporting adult learning endeavors. Chapter 4 describes a research study conducted to field test the assumptions of critical theory with an adult student population. Chapter 5 explores "andragogy" as the instructional science for adults and its reformulation in postmodern terms, with implications for constructing adult learning programs. Chapter 6 considers an alternative leadership model for adult education, assuming that those currently in use are lacking critical components of vision for community, student empowerment, and leadership through service. The postscript contains some final thoughts about the difficulties that adult education faces and will continue to face in the future. Contains 260 references. (KC)

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